

## Native Versus Non-Native English Speaking Teachers: An Insight into Indonesian Students' Voices

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**How to cite (in APA Style):** Novianti, A. (2018). Native versus non-native english speaking teachers: an insight into indonesianstudents'voices. *Jurnal Pendidikan Bahasa dan Sastra*, 18(1), 44-57.doi: 10.17509/bs\_jpbs.v18i1.12145

**Article History:** Received (February 22, 2018); Revised (March 13, 2018); Published (March 28, 2018).

**Journal Homepage:** [http://ejournal.upi.edu./index.php/BS\\_JPBSP](http://ejournal.upi.edu./index.php/BS_JPBSP)

**Abstract:** Several issues exist in determining the best English teacher for EFL students. Both native and non-native speaker teachers can succeed as English teachers. But there are always some pros and cons for both sides. This present paper intends to investigate the perspective or perception of college students towards their native English speaking teachers (NESTs) and non-native English speaking teachers (Non-NESTs) in teaching EFL. This research is a quantitative study with survey design. In gaining the data, twenty-five respondents of the 4<sup>th</sup> grade undergraduate students of the English Department in Cimahi were asked to respond the itemized statements on the questionnaire which used Likert-scales. The questionnaire itself was adopted and developed from the previous researcher with the similar problem background which was conducted in 2011. This study revealed that students have positive perceptions toward NEST and Non-NEST, although, in some circumstances, the students face several problems in the learning process. Thus, for both NEST and Non-NEST are required to handle the problems encountered by the students.

**Keywords:** native English speaking teachers (NESTs), non-native English speaking teachers (Non-NESTs)

### Guru Penutur Versus Non-Penutur Bahasa Inggris: Gambaran Pendapat Siswa Indonesia

**Abstrak:** Terdapat beberapa hal dalam menentukan guru bahasa Inggris terbaik untuk siswa EFL. Guru penutur asli dan non-penutur asli dapat berhasil sebagai guru bahasa Inggris. Tetapi selalu ada beberapa pro dan kontra untuk kedua belah pihak. Makalah ini bermaksud untuk menyelidiki perspektif atau persepsi mahasiswa terhadap guru penutur bahasa Inggris mereka (NESTs) dan guru berbahasa Inggris non-penutur bahasa Inggris (Non-NESTs) dalam mengajar EFL. Penelitian ini merupakan penelitian kuantitatif dengan desain survei. Dalam memperoleh data, dua puluh lima responden dari mahasiswa tingkat 4 dari Departemen Bahasa Inggris di Cimahi diminta untuk menanggapi pernyataan terperinci pada kuesioner yang menggunakan skala Likert. Kuesioner itu sendiri diadopsi dan dikembangkan dari peneliti sebelumnya dengan latar belakang masalah serupa yang dilakukan pada tahun 2011. Penelitian ini mengungkapkan bahwa siswa memiliki persepsi positif terhadap NEST dan Non-NEST, meskipun, dalam beberapa hal, siswa menghadapi sejumlah masalah dalam proses pembelajaran. Jadi, untuk NEST dan Non-NEST diperlukan untuk menangani masalah yang dihadapi oleh siswa.

**Kata kunci:** guru penutur bahasa Inggris (NESTs), guru non-penutur bahasa Inggris (Non-NESTs)

## INTRODUCTION

Since English becomes the most popular language to be taught and required in education, “the competencies of English teachers as Native English-Speaking Teachers (NESTs) and Non-Native English-Speaking Teachers (Non-NESTs) have become a significant matter of discussion” (Tsou, 2013 p. 1), primarily in many Asian countries as well as in Indonesia which uses English as foreign language.

Teaching English as a Foreign Language (EFL) relates to the process of transferring the English language knowledge to the people whose first language is not English. In this process, we – as an English teacher – will be encountered with many obstacles found in the EFL classroom which come from ourselves or from the students. First of all, we have to make sure that we are eager to teach the English language, because without the firm intention, the engagement between the teacher, the student, and the subject material, it will not be bound anymore. Making some plans to do and getting ourselves prepared mentally may lead us further to the confidence. Along with the process, we will find the effective way to teach the English language in EFL classroom.

According to Charters and Waples (1929, p. 17) cited in Anderson (1989) says that “early attempts to identify good

teachers focused on the traits that such teachers possessed, such as approachability, cheerfulness, dependability, enthusiasm, fairness, honesty, intelligence, morality, and patience”. Regarding that statement, making a good first impression to the whole students – by showing them our readiness, responsibility, and attitude – is truly important, because as we know that in some cases, categorizing a good teacher is not easy. The subjective always exists during the assessment. The first impression will affect the teaching-learning process eventually. It does not mean that we start to pretend the

students, but we start to figure as if we are a performer who has to give the best performance on the stage.

Teachers’ performances refer to the behavior of a teacher while teaching a class. As Medley (1982, p. 18) cited in Anderson (1989) argues that :

Teacher effectiveness will be used to refer to the result a teacher gets or to the amount of the progress the pupils make toward some specified goal of education. One implication of this definition is that teacher effectiveness must be defined, and can only be assessed, in terms of behaviors of pupils, not behaviors of the teacher.

So that, the effectiveness of the teacher can be contrasted with the performance and the competence of the teacher. However, the existence of the perspective of a good teacher in EFL classroom is almost being debated. Many pros and cons come uninterrupted to this issue. As Medgyes (2006) proposes that the controversy over native versus non-native distinction has also been brought to bear on language pedagogy and ELT methodology”.

Amin (2000), Braine (1999), and Rampton (1996) cited in Maum (2002, p. 7) emphasize the statement that “native English speakers without teaching qualifications are more likely to be hired as ESL teachers than qualified and experienced non-native English speaker teachers, especially outside the United States”. In line with this, Lee (2010, p 22) argues that “teaching and learning by experience is a concept that is commonly used in education”. It can be concluded that no matter where the teacher comes from, without the experience in education, she/he will be encountered with many difficulties in transferring the knowledge to the students. Lee (2010) frames a perspective on non-

native English speaker teacher as an asset. She believes that non-native speaker teachers – with their multilingualism, where they can interact with the students in English and also in students' mother tongue (L1) – bring several privileges which can facilitate the students in their learning English as their foreign language. She also believes that their own experiences as a language learner and cross-cultural experiences will help them not only to anticipate the challenges that the students will encounter but also give them insights into the best approaches for providing instruction.

Despite of the different perspective toward native and non-native speaker teachers of English, intrinsically, we cannot determine whether the way of a teacher is good for the effective teaching-learning process, especially in EFL classroom. The teachers' way of teaching sometimes can be influenced by his/her cultures, beliefs and attitudes toward the learners. Sometimes, it is stereotyped that non-native English speaking teachers (Non-NESTs) are not good in teaching EFL classroom as well as native English speaking teachers (NESTs) do. But for another, it is skeptically considered impossibility when someone teaches a language which is actually not his/her mother tongue.

From several studies on students' perspectives toward native and non-native speaker teacher of English mostly revealed different results. Some of the studies found that native speaker teachers perform best. As Alseweed (2012) who conducted the research on university students' perception in Saudi Arabia, from the survey he found that the findings revealed marked a significant difference in the respondents' perceptions of their native English speaking teachers (NESTs) and non-native English speaking teachers (Non-NESTs). Saudi students showed positive perceptions of their native English speaker teachers and non-native English speaker teachers which

gives the latter more confidence and visibility in the profession. The respondents also believe that non-native English speaker teachers are contributing effectively to the field of English language teaching by virtue of their own experiences as English language learners and teachers. However, their perceptions of their NESTs are stronger than Non-NESTs. The results also showed participants' preferences for NESTs increases as they go higher up in their education based on their previous learning experiences.

In line with this, Rizky (2013) found some findings on her study on the students' perspective after being taught by NESTs that indicate the positive perspectives on NESTs in English community programs in which the students' curiosities are stimulated to learn English more, not only about the English speaking people and also their culture. Besides, the students are also motivated and encouraged to practice English a lot in term of communication, thus, their speaking ability increases. She also added that the occurrence of students' speaking ability improved, because of the native speaker teachers' generosity in letting them speak without being interrupted or blamed for any grammatical mistakes during the interaction with NESTs.

On the other hand, some of the studies on investigating the perspectives of the students have also shown the tendency of non-native speaker teachers' excellence in teaching English to the foreign language learners rather than native speaker teachers do. There was a circumstance where NESTs fail to meet the learners' expectations. For example, in an English class in China, the students think that their native teacher did not teach writing effectively (Cortazzi & Jin, 1996). This is because the students' perceptions of writing discourse, process, and organization were different from the teachers. In other words, the Chinese students had different ways of thinking which

were influenced by their eastern tradition, while the teacher brought with her the western tradition she is more accustomed to. In addition, Maum (2002) stated that “qualified and trained non-native English speaking teachers (Non-NESTs) can contribute in meaningful ways to the field of English language education by virtue of their own experiences as English language learners and their training and experience as teachers”. Perhaps, it might be considered to hold such a team teaching by a native speaker and non-native speaker in order to enhance the English language proficiency and the self-confidence of non-native speaker English teachers (Carless and Walker, 2006 as cited in Braine, 2010, p. 86).

Some of the previous studies had shown the well-balanced result. From several studies conducted on the perspective of native and non-native speaker teachers of English, Wu (2009) revealed the students’ perceptions toward native English speaking teacher (NESTs) in his study are mixed. He stated that “native speaker teachers are recognized as assets to English learning, but they are also advised to adjust to the changing teaching/learning environment”. In line with this, Brown (2013) found in his study that most of the respondents felt that it did not matter if the teacher was native or non-native speaker teachers, as long as they were a good teacher. A good teacher does not have to be a native speaker, as long as the teacher possesses sufficient knowledge of the target language and its culture (Mahboob, 2010, p. 109).

However, as we know that nowadays, the English language become an international language and it is owned by everyone who interests in using the English language although it comes as his/her foreign language as long as we are capable to teach properly. As Harmer (2007, p. 119) states that “in the end, the value of a teacher depends not just on their ability to use language, but also on their knowledge about

that language and their understanding of how to facilitate both that ability and that knowledge in the minds of their students”. So, it makes us consider, that labeling as non-native or native speaker teacher is not a benchmark as a good or bad teacher. A successful English teacher is assessed from the result of the students’ achievement. As Stronge (2007, p. 22) acknowledges that “the teacher effectiveness focuses on relating teacher behaviors to student achievement”.

Whatever the perspective in judging both native and non-native speaker teacher adopted on the topic, it still tremendous interest in the term of English language teaching (ELT) field although many studies about this issue had been conducted.

Around the world, non-native speakers of English play central roles in English language teaching (Lee, 2010, p. 23). Likewise in Indonesia, which uses English as a foreign language, most of the English teachers are non-native speakers. Whereas the number of the native speakers is only a few; they are hired by schools or higher institutions based on certain contract, for example with the cooperation with the embassy or foreign foundation (Murtiana, 2011, p. 1). Having native English speaking teachers (NESTs) sometimes may change the teaching and learning atmosphere. It creates positive impact. As it is believed that native speaker can stimulate and boost the desire of both the students and colleagues to deepen their English capability as they are excited in learning English as a foreign language.

As it is a rare opportunity for the students, they maximize this opportunity to get and feel the advantages of learning language from the first-hand source. Among them is a lot of exposure to the correct pronunciation, appropriate expression, common idiom and even a slang English language used which may not always be found in the textbooks (Murtiana, 2011, p. 1).

It has been three years for the research respondents having the opportunity to learn English with a native English speaking teacher (NEST) comes from Australia. This situation allows many perspectives of the students in learning English as their foreign language exist. The perceptions come to both native and non-native speaker teacher of English, whether they enjoy learning with native or non-native speaker teachers, whether both native and non-native speaker teachers can facilitate them in learning English, and whether their teaching style can fulfill to the students' needs.

The assumption emerges that the students who are being taught by the NESTs will have the positive impact, not only on their English ability but also to their motivation in learning English. However, it has not been known yet whether the students meet some difficulties when they are being taught by the NEST, what actually they expect from NEST, and whether the NEST succeeds in fulfilling students' needs and expectations in their learning English.

This precisely makes the researcher carries out this problem further into this study which aims to know and investigate further on the perceptions of college students towards their NEST and Non-NEST in teaching English as their foreign language. In this case, to investigate that aim, the researcher generates into the following research questions:

1. What are the students' perceptions of their native English speaking teachers (NESTs)?
2. What are the students' perceptions toward their non-native English speaking teachers (Non-NESTs)?
3. What are the students' perspectives on their knowledge and ability after being taught by the native English speaking teachers?

This present study is important in two aspects. First, it serves a few empirical studies on several Indonesian students' perceptions toward native and non-native speaker teacher in English education. Second, it can be considered for both native and non-native speaker teacher of English, who seek professional development in teaching the English language, in gaining some insight from the findings.

Despite the fact that the majority of learners today use English as a lingua franca spoken mostly among non-native speakers making up the majority of English speakers all around the world (Jenkins, 2005 as cited in Coskun, 2013, p. 2), the native speaker authority is still common and the native speaker teacher model has influences on foreign language teaching policies in the world (Phillipson, 1992 as cited in Coskun, 2013, p. 2). Although English nowadays is evolving and being used by many people all over the world, the tendency strongly shows that native English speakers are still the sole authority in terms of the appropriate English teacher as they are the owner of the language.

Several investigations conducted to reveal the issue of native and non-native speaker teachers. It has attracted professional attention in the last few years. It is also has fueled debate among language educator as well. The controversy became particularly acrimonious in the 1980s and early 1990s (Medgyes, 2006, p. 431). As Canagarajah (1999) states that although the number of non-native teachers has reached more than 80% of all English teachers in the world, non-native teachers are still widely considered less qualified than native speakers in teaching English. The contrasting of native and non-native speaker teachers happen because of "native-speaker teacher fallacy", that is, an assumption that the native speaker is the ideal teacher (Phillipson, 1992 as cited in Murtiana, 2011, p. 3).

Native English speaker is a person who uses English as his or her first language (L1). Suárez (2000) cited in Alseweed (2012, p. 23) acknowledges that the term '*native*' is an ordinary word that denotes the locality, one is born or brought up in and it has a positive connotation in the ELT field. Somehow, it cannot be denied that the native speaker teachers have several privileges in EFL classroom teaching. Clark and Paran (2007, p. 1) state in their journal that "the native speaker still has a privileged position in English language teaching, representing both the model speaker and the ideal teacher". This is because the English language is their mother tongue and they use it in daily life, so they are certainly confident in linguistic. As Holiday (2006, p. 385) cited in Harmer (2007, p. 119) thought that "being taught by someone who has English as a mother tongue will somehow help the learners learn better". The students they teach will also put in their trust as they believe that they are taught by the expert. The inability of native speaker teacher in communicating using the students' mother tongue, give the positive impact in motivating –not only to their learners but also to their colleagues – to improve their English language ability. For example by taking an extra English course outside regular English lesson.

On the contrary, the non-native English speaker is a person who exactly does not use English as his or her first language (L1), in other words, he or she uses English as a second language or foreign language (*lingua franca*). According to Medgyes (2006, p. 433), a non-native speaker teacher may be defined as a teacher:

1. For whom English is a second or foreign language;
2. Who works in an EFL environment;
3. Whose students are monolingual groups of learners;
4. Who speaks the same native language as his or her students.

In some occasions, we cannot be skeptical to the non-native speaker teachers, although they might be not confident in linguistic as well as native speaker teacher, they have other privileges which the native speaker teachers do not have. For non-native speaker teachers, having the same experience as EFL learners, same mother tongue, and same local mores will make them easier in implementing the learning style to the learners, they might truly understand the students' needs.

According to Phillipson (1996) cited in Maum (2002) argues that non-native English speakers are also considered as an ideal EFL teacher because "they have gone through the process of acquiring English as an additional language. They have the first-hand experience in learning and using a foreign language, and their personal experience has sensitized them to the linguistic and cultural needs of their students". On the other word, he believes that by the same experience with the students, the teacher's awareness on the linguistic problems encountered by the students can be anticipated.

Medgyes (2006) formulates the four basic assumptions that differ between native and non-native speaker teachers, those are:

1. Native and non-native speaker teachers differ in terms of language proficiency
2. They differ in terms of their teaching behavior
3. The discrepancy in language proficiency accounts for most of the differences found in teaching behavior
4. They can be equally good teachers on their own terms

In addition, Phillipson (1992) cited in Murtiana (2011, p. 5) claims that non-native teachers can be better qualified than native teacher because they have been through the complex process of acquiring English, have insights on learners' linguistic and

cultural needs, aware of the difficulties and the difference between L1 and L2, and have the first-hand experience of using L2. Furthermore, Medgyes (2006) proposed the six assets of non-native teachers. Those assets are:

1. Non-native teachers are models of successful learners. Non-native speakers of English would not be able to become English teachers if they had not learned English successfully. All the process and success can motivate the learners to make the same achievement or even better.
2. Non-native teachers can teach learning strategies more effectively. Non-native speaker teachers have many experiences and know how to learn the language through a conscious process, unlike the natives who just acquire it. Therefore, they can apply and share their strategies with the students.
3. Non-native teachers can provide learners with more information about the English language. It is because non-native teachers have learned English from scratch and during the process, they understand how English works. Non-native teachers have bilingual or even multilingual competence, and according to Canagarajah (1999, p. 80), this competence “develops a deep metalinguistic knowledge and complex language awareness”.
4. Non-native teachers are more able to anticipate learners’ difficulties. Through their own learning experiences, non-native teachers know exactly how to solve the problems and difficulties encountered by the students. Medgyes (2006, p. 438) puts it as having “sixth sense”, so non-native teachers can predict and prevent the students’ linguistic problems.
5. Non-native teacher tends to be more empathetic to the students’ problems

and needs. The similar experience makes non-native teachers more sensitive and understanding, and they can share their tips and strategies to the learners. As Llorca (2005, p. 277) noted that the teachers’ awareness of and sensitivity to the power granted to them as a part of their professional status.

6. Non-native teachers have some benefits from using the same mother tongue as the students. In the past, there was a notion that a successful lesson must be conducted entirely in English. However, now many experts agree that the use of L1 can make the teaching and learning process more successful. It can serve as “the most genuine vehicle of communication” between teacher and learners (Medgyes, 2006, p. 439).

## METHOD

In this study, the writer used a quantitative approach with survey design research. Cohen et al (2000) cited in Malik and Hamied (2014, p. 59) acknowledge that the survey research is a useful strategy to conduct research when data are gathered at a particular point in time with the intention of describing the nature of existing conditions or identifying standards against which existing conditions can be compared or determining the relationships that exist.

The respondents of this study were the 4<sup>th</sup>-grade undergraduate students of the English Department of one of college in Cimahi who are ever being taught by both native and non-native English speaking teachers. This study took the respondents randomly from three classes as many as 25 college students as the sample from the whole population (73 persons), with the distribution of 18 females and 7 males.

In gaining the data, the writer used a set of questionnaire as an instrument. The instrument itself was adopted and developed

from the previous researcher (Murtiana), with the similar problem background which was conducted in 2011.

The questionnaire consisted of 21 item statements – related to the research questions – using a Likert scale, in which asking the respondents' opinions toward their native and non-native English speaking teachers. The 21 item statements were given value, 1 for “strongly disagree” (SD), 2 for “disagree” (D), 3 for “unsure” (U), 4 for “agree” (A), and 5 for “strongly agree” (SA). The questionnaire was administered manually (paper-based) during a class session.

The process of data intake was conducted on 29<sup>th</sup> of October 2015. As for testing the reliability, the questionnaire had been trialed a week before the process of data intake conducted, exactly on 22<sup>th</sup> of October 2015 to 15 respondents. The result showed that the questionnaire reliability was .628. It means that the questionnaire was reliable to be used in this study.

In this study, there are two variables those are independent variable (i.e. EFL students' perceptions) and dependent variable (i.e. native and non-native English speaking teachers).

In gaining the data, firstly, the writer selected the sample from the population of the study. After the sample selection, the questionnaire was spread to the sample of the study. The writer then collected all the gained data and processed it statistically by calculating the result of the questionnaire by using a Likert Scale. As the final process of data analysis, the writer interpreted and concluded the result of the questionnaire.

The data gained was analyzed using the statistical package for social sciences (SPSS) the 16<sup>th</sup> version in which the writer further interpreted the result of the data by using the descriptive statistic.

## RESULTS AND DISCUSSION

### Students' perceptions of native English speaking teacher (NEST)

Based on the students' personal opinion responses to the several items of the questionnaire given, most of the students agree to have a native speaker as their teacher. The majority of students (56%) agree with the statement item 1, that is, having a native speaker is necessary for English department if they want to be successful in learning English, and even 10% of them strongly agree with the statement. Only about 1% of the respondents feel unsure.

Although they think that having a native speaker is necessary for English department, most of them perceive that the method and technique used by the NEST in the teaching and learning process is not quite better than Non-NEST (see table 8.1.1 no. 3, the percentage reaches 40%). It is also strengthened by the response of the students to the second statement, as we see that it shows the equal respond between “agree” and “unsure”, as many as 44%.

Interestingly, although most of the students agree that they want their pronunciation sounds like a native speaker (see table 8.1.1 no. 3, the percentage reaches 48%), but only 32% of them that agree if their interests have increased because of native speaker, while the majority of them (44%) feel unsure if their interest toward English language has increased because of a native speaker it might because there are other factors that influence their interest toward English. Moreover, most of them also fell unsure whether native speaker teacher is more approachable than non-native speaker teacher. The result of this can be seen from the following table:

Table 1: Students' Perceptions of NEST



Item	Statement	SD	D	U	A	SA	MEAN
1	It is necessary for our department to have native speaker teacher			1 (4%)	14 (56%)	10 (40%)	8.33
2	Learning English with native speaker teacher is more effective		1 (4%)	11 (44%)	11 (44%)	2 (8%)	6.25
3	The method and technique used by native speaker teacher in teaching and learning process is better than non-native speaker teacher	3 (12%)	10 (40%)	7 (28%)	5 (20%)		6.25
4	Native speaker teacher is more approachable than non-native teacher		9 (36%)	13 (52%)	3 (12%)		8.33
5	Native speaker is the best teacher in teaching English as our foreign language	2 (8%)	3 (12%)	9 (36%)	9 (36%)	2 (8%)	5.00
6	My interest the English language has increased because of a native speaker teacher		3 (12%)	11 (44%)	8 (32%)	3 (12%)	6.25
7	When I speak, I want to sound like a native speaker teacher		1 (4%)	3 (12%)	12 (48%)	9 (36%)	6.25

\*SD = Strongly Disagree      D = Disagree      U = Unsure      A = Agree      SA = Strongly Agree

The descriptive statistics show that the lowest mean was gained by statement number 5, implying that most respondents agreed that native speaker is not the best teacher for them in teaching EFL ( $M = 5.00$ ). It means that the respondents have a positive perception on non-native English speaking teacher in teaching English. From the response, it is concluded that understanding the target students is truly required by the native English speaking teacher. Not only motivating them to speak English well but also making the teaching and learning practice be effective for instance by providing teaching technique and strategy properly. Thus, it is needed to have such a qualified native English speaking teacher for realizing the effective EFL learning. As Maum (2002, p. 7) suggests that native English speakers without teaching qualifications are more likely to be hired as ESL teachers than qualified and experienced non-native English speaker teachers, especially outside the United States". In line

with this, Lee (2010, p 22) also highlights that teaching and learning by experience is a concept that is commonly used in education. Thus, no matter where the teacher comes from, without the experience in educating English to the EFL students, she/he will be encountered with many difficulties in transferring the knowledge to the students.

### Students' perceptions of non-native English speaking teacher (Non-NEST)

In this case, the students show their good perceptions toward Non-NEST, where most of them are 28% feel agree that being taught by Non-NEST is more understandable than native speaker teacher, and even 28% of them respond strongly agree to that statement.

It is supported by the 16<sup>th</sup> statement, in which they like to be taught by the Non-NEST as they believe that Non-NEST is more capable to anticipate their learning difficulties, showed from 44% of them strongly agree toward that statement while

only 4% of them disagree. As they believe that Non-NEST is more empathy to their learning problems rather than NEST, as we see that they show 60% of their agreement with this statement and only 4% of them feel disagree. It is because they feel agree if Non-NEST can understand their learning habit and behavior more than NEST does (see table 8.2.1 no. 20, the percentage reaches 32%).

Besides the students believe that Non-NEST is more capable to handle students' learning problems, they also make Non-

NEST becoming their model as a successful language learner, as we can see that the result shows 48% of them show their agreement. It makes the students are inspired to achieve the same competence or even better than Non-NEST (see table 8.2.1 no. 21, the percentage reaches 52%). As they believe that Non-NEST also has competence and proficiency as well as the NEST.

Overall participants' responses regarding their perception toward their Non-NEST can be seen from the following presented table below:

Table 2: Students' Perceptions of Non-NEST

Item	Statement	SD	D	U	A	SA	MEAN
15	Being taught by non-native speaker teacher is more understandable than native speaker teacher	1 (4%)	5 (20%)	5 (20%)	7 (28%)	7 (28%)	5.00
16	Non-native speaker teacher is more capable to anticipate my difficulties in learning		1 (4%)	8 (32%)	5 (20%)	11 (44%)	6.25
17	Non-native teacher shows more empathy toward my learning problems rather than native speaker teachers		1 (4%)	3 (12%)	15 (60%)	6 (24%)	6.25
18	I believe that non-native speaker teacher is the best model of successful language learner		1 (4%)	10 (40%)	12 (48%)	2 (8%)	6.25
19	Non-native teachers of English also have competence and proficiency as a native speaker teacher			3 (12%)	15 (60%)	7 (28%)	8.33
20	Non-native teacher understands my habit and behavior more than native speaker teacher do		2 (8%)	8 (32%)	8 (32%)	7 (28%)	6.25
21	The skills and the success of non-native teacher inspire me to achieve the same or even better competence than theirs		1 (4%)	4 (16%)	13 (52%)	7 (28%)	6.25

\*SD = Strongly Disagree

D = Disagree

U = Unsure

A = Agree

SA = Strongly Agree

From the table above, it can be assumed that most of the students agree that Non-NEST also has the same competence and proficiency as the NEST, revealed by the high mean ( $M = 8.33$ ).

Interestingly, from the data collected, we can see the students tendentious of having a non-native English speaking teacher as they EFL teacher. This finding is in line with one of the 'assets of non-native teachers' as acknowledged by Medgyes (2006)

that Non-NEST is more able to anticipate the learners' difficulties as he/she might relate the students' difficulties with his/her own experience in learning English. In addition, he argues that as a Non-NEST has a similar experience in learning EFL, he/she then can be more sensitive and understanding the problems and needs of the students. Thus, the Non-NEST can share their tips and strategies of EFL learning to the students.

### Students' perspectives on their knowledge and ability after being taught by the native English speaking teacher (NEST)

Based on the students' responses, it is found that the students are still unconfident with their English ability although they have experienced learning with the NEST, as many as 76% of students agree with that statement while only 16% of them disagree. From the result gained also we can see if they feel nervous when practicing their English ability when they interact with their NEST, it is caused by their fears if NEST will not understand the utterances, from the table 8.3.1, we can see that only 4% of the students put their strong disagreement toward this statement while 72% of them agree and even 24% of them strongly agree. Despite, the majority of the students also

show their unsure (as many as 52%) if they feel at ease when practicing their English ability with the native speaker.

Although most of them (52%) realize that by practicing English a lot with NEST somehow will improve their English competencies, but they cannot overcome their unconfident to practice their English ability, especially with the native speaker. This circumstance might happen when they failed in becoming themselves understood that in the process of improving their ability, occasionally, making mistakes is not taboo. On the other word, they have to dare and challenge themselves to practice their English ability whatever the reason is.

But however, we cannot deny that by the help of NEST, their awareness and understanding toward western culture have increased after learning from NEST (see table 8.3.1 no. 13, the percentage of "agree" respond reaches 60%). Besides, their desires to deepen their English ability are also increased after taught by NEST (see table 8.3.1 no. 13, the percentage of "agree" respond toward that statement reaches 56% while just 4% of them disagree).

The following table summarizes the participants' perspective on their English knowledge and ability after being taught by the NEST.

Table 3: Students' Perspectives on Their Knowledge and Ability after Being Taught by The Native English Speaking Teacher (NEST)

Item	Statement	SD	D	U	A	SA	MEAN
8	My English would not be as good as now without the help of native speaker	1 (4%)	4 (16%)	12 (48%)	7 (28%)	1 (4%)	5.00
9	I feel at ease when practicing my English with a native speaker		6 (24%)	13 (52%)	6 (24%)		8.33
10	A lot of English practicing with native speaker teacher improve my English competence			9 (36%)	13 (52%)	3 (12%)	8.33
11	I feel nervous when practicing my English with native speaker	1 (4%)			18 (72%)	6 (24%)	8.33

	teacher because I am afraid they would not understand my utterances					
12	Although I have learned from a native speaker teacher, I am still not confident in my ability	4 (16%)	1 (4%)	19 (76%)	1 (4%)	6.25
13	My awareness and understanding of western culture have increased after learning from a native speaker teacher	1 (4%)	5 (20%)	15 (60%)	4 (16%)	6.25
14	My desire to deepen English ability increase after taught by native speaker teacher	1 (4%)	9 (36%)	14 (56%)	1 (4%)	6.25

\*SD = Strongly Disagree

D = Disagree

U = Unsure

A = Agree

SA = Strongly Agree

From the table above, the highest mean (M = 8.33) shows that even most of the students realize that practicing English a lot with a native speaker will improve their English competence, they are still problematic in practicing their English ability although they have been taught by the first-hand source.

## CONCLUSION

From this study, it is concluded that majority of the students do not care about the origin of their English teacher as long as she/he can help and facilitate them in their learning English, have a high level of English proficiency also professional in teaching. Therefore, there should be more any dichotomy between native and non-native English speaking teacher. As we know that both of them have weaknesses and strengths in term of English education. They just need to focus to help the students find their learning success

It might be best recommended for both native and non-native English speaking teachers to support each other, by sharing their own educational experience through collaboration, like sharing the strengths, insights from various linguistic, cultures, etc. In which give beneficial input for both native and non-native English speaking teachers to grow professionally.

It would be better for many institutions to have a native speaker for example in a workshop or seminar just for sharing education experiences. It is expected can motivate and increase students' interests from those.

This study still has some lacks due to the limitation in terms of participants which cannot involve in the survey of the study. Moreover, the instrument also needs to be developed to get the more valid result.

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